

<b>Inspection date</b>	05/03/2014
Previous inspection date	Not Applicable

<b>The quality and standards of the early years provision</b>	<b>This inspection:</b>	2
	Previous inspection:	Not Applicable
How well the early years provision meets the needs of the range of children who attend		2
The contribution of the early years provision to the well-being of children		2
The effectiveness of the leadership and management of the early years provision		2

### **The quality and standards of the early years provision**

#### **This provision is good**

- The childminder supports children to become creative thinkers and problem solvers, through her skilful interactions and frequent involvement in their play.
- The childminder displays photographs of the children in their learning records and around the home. This helps them develop a strong sense of belonging and pride.
- The childminder provides a very well-resourced and interesting indoor play environment, which means children are motivated and make choices in their play.
- Children's safety is a priority. The childminder implements effective procedures and practices to ensure the environment is safe and secure, and supports the needs of the children.

#### **It is not yet outstanding because**

- The childminder does not always provide children with the tools and resources to encourage them to experiment with writing and mark making during their play.
- Children are not always able to continue their play outdoors, to further enhance their learning opportunities.

## Information about this inspection

Inspections of registered early years provision are:

- scheduled at least once in every inspection cycle – the current cycle ends on 31 July 2016
- scheduled more frequently where Ofsted identifies a need to do so, for example where provision was previously judged inadequate
- brought forward in the inspection cycle where Ofsted has received information that suggests the provision may not be meeting the legal requirements of the Early Years Foundation Stage or where assessment of the provision identifies a need for early inspection
- prioritised where we have received information that the provision is not meeting the requirements of the Early Years Foundation Stage and which suggests children may not be safe
- scheduled at the completion of an investigation into failure to comply with the requirements of the Early Years Foundation Stage.

The provision is also registered on the voluntary and compulsory parts of the Childcare Register. This report includes a judgment about compliance with the requirements of that register.

## Inspection activities

- The inspector observed activities in the childminder's home.
- The inspector looked at children's assessment records and a sample of records.
- The inspector spoke to the childminder and children at appropriate times during the inspection.
- The inspector took account of the childminder's self-evaluation.

## Inspector

Samantha Powis

## Full report

### Information about the setting

The childminder registered in 2013. She lives with her husband and two children in Easton in Gordano, North Somerset. All rooms are used for childminding purposes. The childminder does not currently use the rear garden, but takes children to the local park daily. The family have two cats, two rabbits and a dog. The childminder is registered on the Early Years Register and both the compulsory and voluntary parts of the Childcare Register. There are currently three children on roll, two of these are in the early years age group.

### What the setting needs to do to improve further

#### To further improve the quality of the early years provision the provider should:

- provide tools and resources to encourage children to experiment with writing and mark making during their play
  
- offer children more opportunities to continue their play outdoors to further enhance their learning.

### Inspection judgements

#### How well the early years provision meets the needs of the range of children who attend

Children are confident, interested and keen to learn. They are eager to take part in the broad range of fun activities the childminder offers. The childminder gets involved as children play and uses discussion and open ended questions to support children's learning and engage them in problem solving. For example, she encourages them to consider the size, shape and length of the tools they can use to get to a toy which has become stuck under the sofa. They use language such as longer and smaller as they give considerable thought to the issue. They congratulate each other as the item is released, talking through the process they have used to help them reflect on their learning. Effective systems for monitoring children's progress, and planning for their next steps, means that children are supported in making good progress in all areas of their learning and are prepared well for the next stage in their development. Parents receive daily information from the childminder about events, routines and the activities children have enjoyed. They are involved well in children's learning. They frequently go through the children's learning folders with the childminder and sometimes take them home to share with other family members. Parents are encouraged to record their observations of children's experiences and achievements at home to contribute to children's learning folders. This helps to provide a big picture of children's all round learning and development and enable the childminder to plan accordingly for their interests and next steps.

Children are confident communicators. The childminder introduces them to new words as they play to increase their range of vocabulary. Children respond to her requests as they play together in the pretend kitchen, showing their increasing understanding. 'Are there any more blue cups?' the childminder asks. Children quickly identify the cupboard with the cups in, and take out the colours they need. Children hear and use numbers frequently as they play. They point to the well placed number line as they count, starting to link numerals to their counting. The childminder makes sure that books are easily accessible, enabling children to help themselves and select a book of their choice. Many books are interactive, encouraging children to be fully involved. For example, they stick felt pictures on the pages helping to bring the story to life and enabling children to make up their own stories. The childminder makes good use of text and writing within the play areas. For example, children's coat pegs have both a photograph of themselves and their written names to label them. This helps children to develop an awareness of letter shapes and sounds to encourage their literacy skills. Although children enjoy using resources such as paints and chinks, the childminder does not always provide tools that encourage them to experiment with writing. Children become interested in the world around them through the toys and resources they use. The childminder provides natural materials and fabrics which encourage younger children to explore textures. As children use the vehicles on the car mat, the addition of shells and pebbles encourage their imaginations further. They explore the feel of the resources and notice how easily they break. The childminder uses photographs to decorate the walls of the playroom. These include positive images of people from a wide range of countries, cultures and with disabilities, helping children to develop a respectful awareness of diversity.

### **The contribution of the early years provision to the well-being of children**

Children are happy and settle well as the childminder has a good understanding of their individual needs. Children form strong bonds with the childminder and her family and feel welcome in her home. The childminder has consistent expectations and boundaries which mean that children learn to play well together. They help to tidy away some toys before getting more out; learning that doing this helps to keep the environment safe for them and others to play in. Children receive lots of praise and encouragement from the childminder to reinforce their positive actions. Children are encouraged to be increasingly independent because the childminder gives them many opportunities to make choices about their play and the toys they use. Children enjoy looking through their learning folders. The childminder includes photographs of them engaged in play. This gives them a sense of belonging and a strong sense of pride in their own achievements.

The childminder prioritises children's safety and welfare. All areas are secure enabling children to move about freely in safety with appropriate levels of supervision. The childminder completes daily checks on the premises, ensuring that appropriate safety measures are in place to provide a safe environment for the children attending. Children take part in practising the emergency evacuation procedures, and learn about safety as they play. For example, the childminder talks to children about the dangers of hot food and drinks. Children demonstrate their increasing awareness of safety as they use an oven

glove in the role play area when they remove a pretend pizza from the oven. Positive practices followed by the childminder and children help to promote children's health. The childminder praises children as they follow good practices such as placing their hands over their mouths when they cough. She provides them with clearly labelled individual hand towels, helping to reduce the risk of cross infection. This involves children in routines that will support their health as they grow-up. Children enjoy opportunities for physical play indoors as well as when they visit the local parks and play areas. They demonstrate how they can balance and stretch and have a go at doing a forward roll with high levels of support from the childminder.

The childminders home is welcoming and provides plenty of space for children to move about freely. A broad range of toys and equipment are stored in clearly labelled low level drawers and units. This enables children to make choices. Children enjoy outings locally and attend children's centres, toddler groups and visit the park. However, the children are not always able to continue their play outdoors, to extend their learning and experiences further.

### **The effectiveness of the leadership and management of the early years provision**

The childminder has a good awareness of the Early Years Foundation Stage requirements for both learning and development and welfare. The childminder is keen to increase her skills through attending training and implements new ideas as a result. For example, she has adapted the systems she uses to monitor and plan for children's progress following the training she completed. The childminder has an action plan and is reflective in what she does. This helps her to evaluate her practice, identify areas for improvement and continue to make positive changes for the children in her care.

The childminder demonstrates a secure understanding of her role with regards to child protection. She has attended recent safeguarding training, which has given her a greater awareness of possible indicators of abuse and the procedures to follow should she have a concern about a child's welfare. She shares her written safeguarding policies with parents, so they are clear about her responsibilities. Good use of documentation helps to support children's ongoing welfare. For example, the childminder keeps a record of any visitors to the home and detailed information about any accidents or incidents that occur. She uses her accident records to monitor safety within the home, helping to identify and address any particular issues.

Good partnerships established with parents help to ensure children feel safe and secure and that the childminder is able to meet their individual needs. Parents enjoy daily information about routines and events, and are encouraged to share information about events in children's home lives. This helps to keep parents fully involved and ensures that the childminder is aware of the children's ever changing routines and needs. She is then able to meet these fully. The childminder is proactive in establishing links with other settings that children attend. She shares information that allows them all to work together

consistently to support children the best they can.

### **The Childcare Register**

The requirements for the compulsory part of the Childcare Register are **Met**

The requirements for the voluntary part of the Childcare Register are **Met**

## What inspection judgements mean

### Registered early years provision

Grade	Judgement	Description
Grade 1	Outstanding	Outstanding provision is highly effective in meeting the needs of all children exceptionally well. This ensures that children are very well prepared for the next stage of their learning.
Grade 2	Good	Good provision is effective in delivering provision that meets the needs of all children well. This ensures children are ready for the next stage of their learning.
Grade 3	Requires improvement	The provision is not giving children a good standard of early years education and/or there are minor breaches of the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected within twelve months of the date of this inspection.
Grade 4	Inadequate	Provision that is inadequate requires significant improvement and/or enforcement action. The provision is failing to give children an acceptable standard of early years education and/or is not meeting the safeguarding and welfare requirements of the Early Years Foundation Stage. It will be monitored and inspected again within six months of the date of this inspection.
Met		The provision has no children on roll. The inspection judgement is that the provider continues to meet the requirements for registration.
Not met		The provision has no children on roll. The inspection judgement is that the provider does not meet the requirements for registration.

## Inspection

This inspection was carried out by Ofsted under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the Early Years Foundation Stage.

## Setting details

<b>Unique reference number</b>	EY459916
<b>Local authority</b>	North Somerset
<b>Inspection number</b>	934041
<b>Type of provision</b>	Childminder
<b>Registration category</b>	Childminder
<b>Age range of children</b>	0 - 8
<b>Total number of places</b>	4
<b>Number of children on roll</b>	3
<b>Name of provider</b>	
<b>Date of previous inspection</b>	not applicable
<b>Telephone number</b>	

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## Type of provision

For the purposes of this inspection the following definitions apply:

Full-time provision is that which operates for more than three hours. These are usually known as nurseries, nursery schools and pre-schools and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the higher fee for registration.

Sessional provision operates for more than two hours but does not exceed three hours in any one day. These are usually known as pre-schools, kindergartens or nursery schools



and must deliver the Early Years Foundation Stage. They are registered on the Early Years Register and pay the lower fee for registration.

Childminders care for one or more children where individual children attend for a period of more than two hours in any one day. They operate from domestic premises, which are usually the childminder's own home. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage.

Out of school provision may be sessional or full-time provision and is delivered before or after school and/or in the summer holidays. They are registered on the Early Years Register and must deliver the Early Years Foundation Stage. Where children receive their Early Years Foundation Stage in school these providers do not have to deliver the learning and development requirements in full but should complement the experiences children receive in school.

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